

The Role of Higher Education in Transitioning to a Cleaner Economy



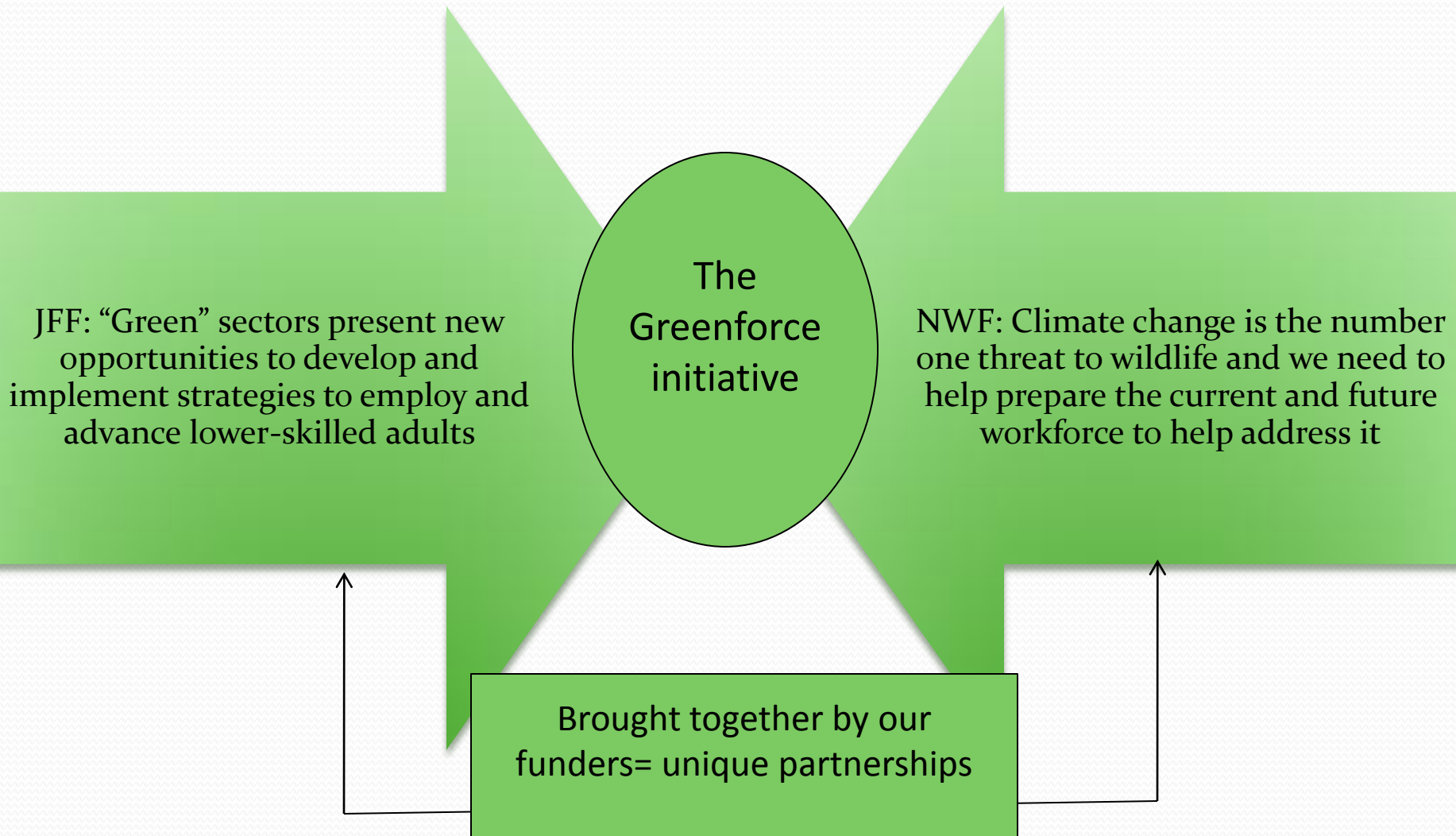
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Why Higher Education?

*Four reasons why colleges and universities
are ideal settings
for leadership towards a cleaner economy*

1. Size and financial clout
2. Rising energy costs
3. Climate footprint
4. Preparing future leaders and workforce

Why We Are Partners



The Greenforce Initiative

Our Goals:

- Strengthen green career pathways leading to postsecondary credentials and family sustaining careers
- Increase access and success for lower-skilled adults
- Use campus “greening” as “learning laboratory” for education and training

Our Key Activities:

- Develop regional community college networks or learning communities
- Offer face-to-face and virtual peer learning opportunities
- Provide technical assistance consultation and mini-grants as needed
- Document and communicate effectiveness of work

Where We Are Working:

Metro Chicago • Michigan • North Carolina

Northern Virginia • South Texas • Seattle

Scope of The Initiative

- ~100 Community Colleges
- NC, MI, IL, VA, TX, WA
- 1 million + students
- Diverse (population and geography)
- 1,000 administrators and faculty
- Manufacturing, construction, sustainable ag., renewable energy, automotive/transportation

WHY COMMUNITY COLLEGES?

Convene: Bring the necessary partners together

Advocate: Influence local, state and federal
legislation, policy and decision-makers

Relate: Track and interpret the results, and tell the
story to the public

Example: Practicing what you teach; lead efforts to
green the economy via on-campus
sustainability efforts that engage
students

BENEFITS OF COMMUNITY COLLEGES

CAPACITY: AMERICA'S LARGEST TRAINING
PLATFORM

FLEXIBILITY: TAILOR TRAINING TO FIT NEEDS OF
DUAL CUSTOMER-BASE

HISTORY: NOT NEW PLAYERS IN REGIONAL
WORKFORCE DEVELOPMENT

LOCAL: PERSONAL STAKE IN SUCCESS; KNOWN
TO AREA STUDENTS AND JOB-SEEKERS

“Green Job” Definition

- Department of Labor, Bureau of Labor Statistics Approach:

Output Approach

Produce Goods/Services that benefit the environment or conserve natural resources

Process Approach

Make production processes more environmentally friendly or use fewer natural resources

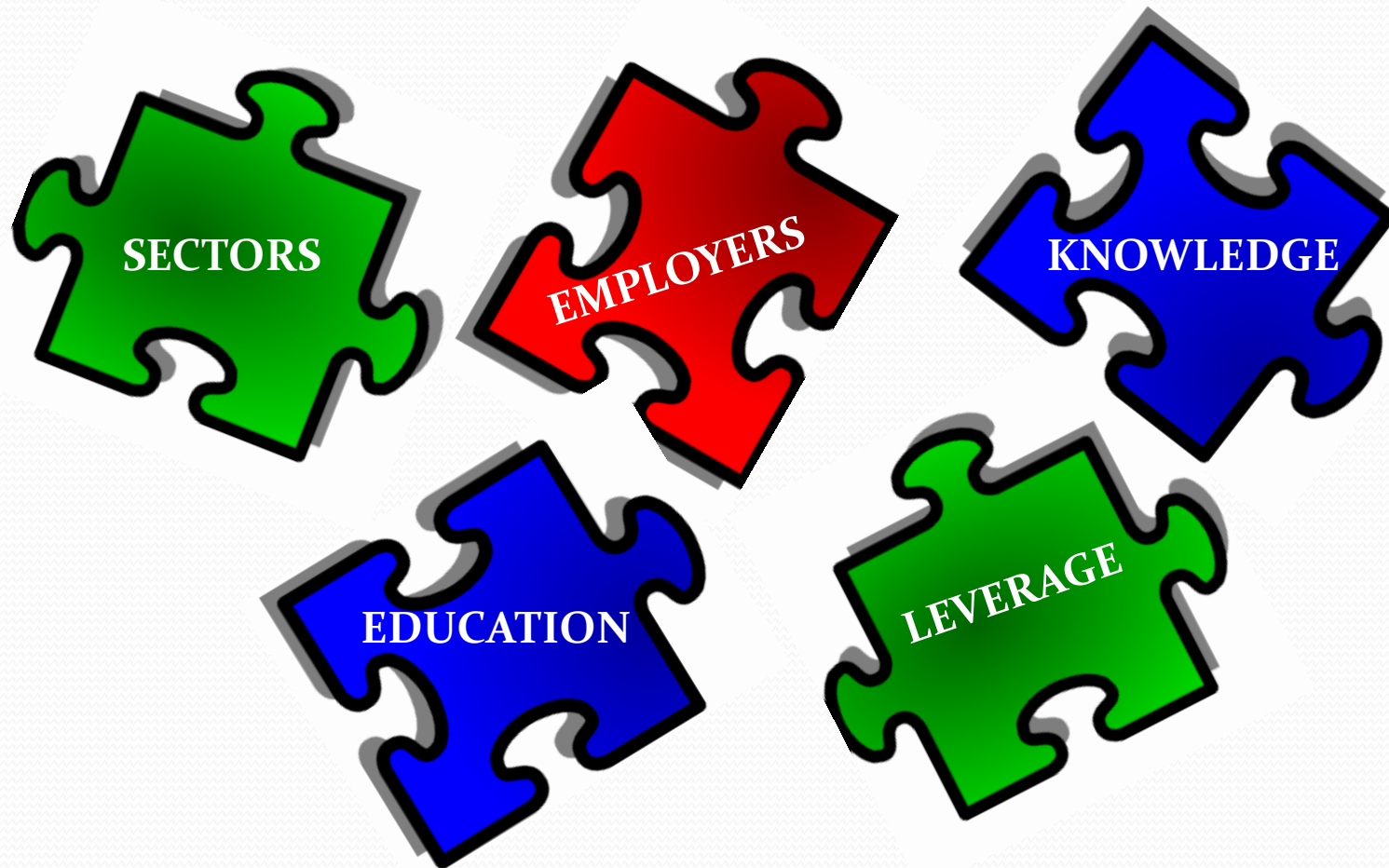
Processes Include:
(1) production of GGS for use within est., (2) practices that have positive environmental or conservation impact

- Industry is not green, jobs within industry are classified green via survey's

Importance of Green Pathways

- **Keep focus on employer demand and linkages to economic development**
- **Support workers entering the industry with basic skills, but also serve workers at any stage in their career, helping them advance in pay and skills**
- **Enable workers with relatively low skills to combine work and learning in an accessible path upward to secure and sustainable employment**
- **Focus explicitly (but not exclusively) on the first steps and early bridges from basis skills to better paying jobs**
- **Provide credentials recognized by local employers and certifying eligibility for the next level of instruction and advancement**

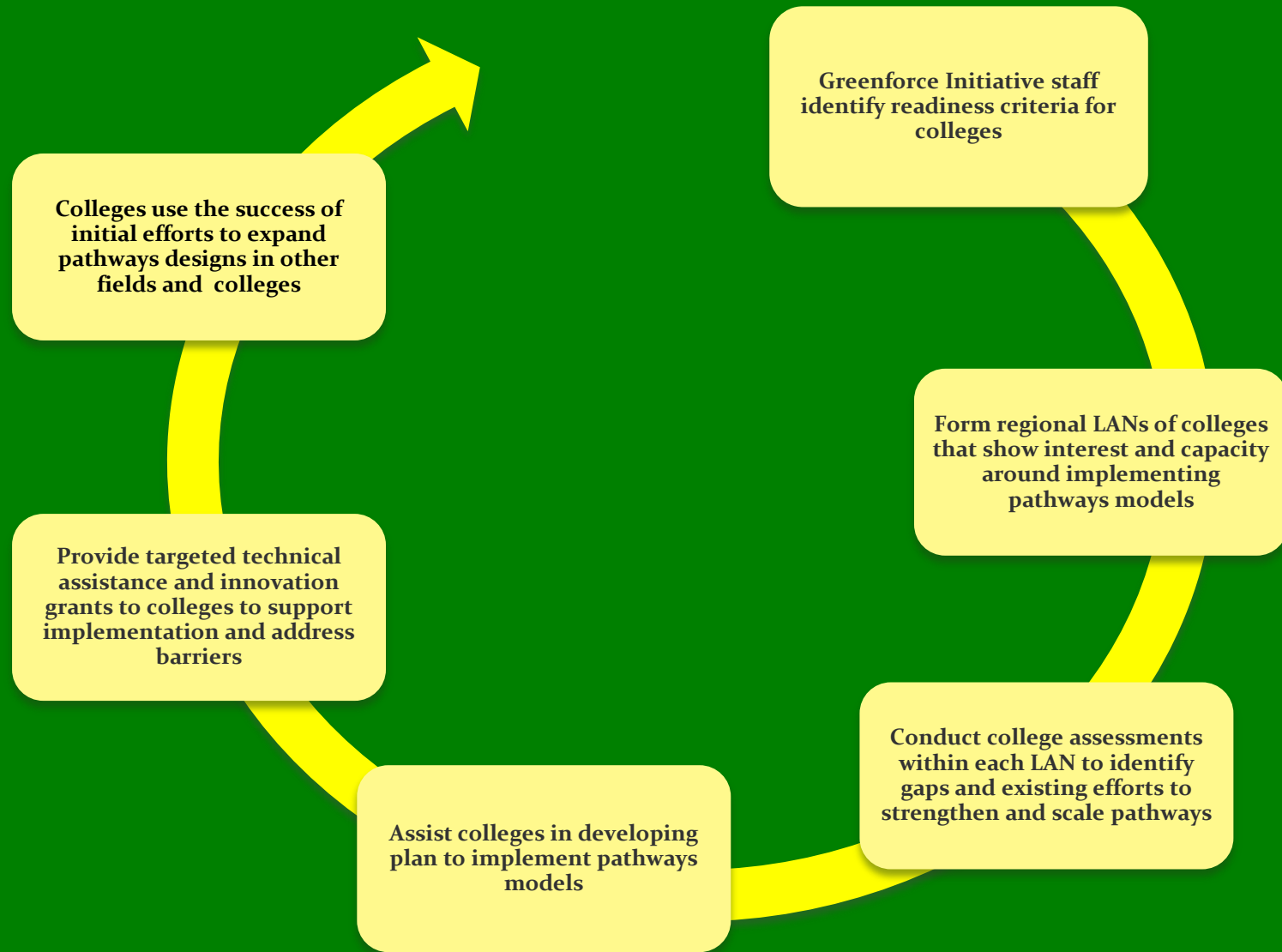
Breaking through the Green Screen



Practical Steps to Help Colleges Strengthen Career Pathways

- Identify a champion (college faculty or administrator).
- Help champion develop “Steering Committee” of key college stakeholders who will need to be engaged.
- Determine which career pathway programs are the initial area of focus (with emphasis on those with strong labor demand).
- Assess college to see where “strengths”, “weaknesses” or “gaps” are and analyze “loss points”.
- Help college develop pilot interventions based on analysis.
- Pilot, evaluate, revise, repeat.
- Assist with developing scale up strategy.

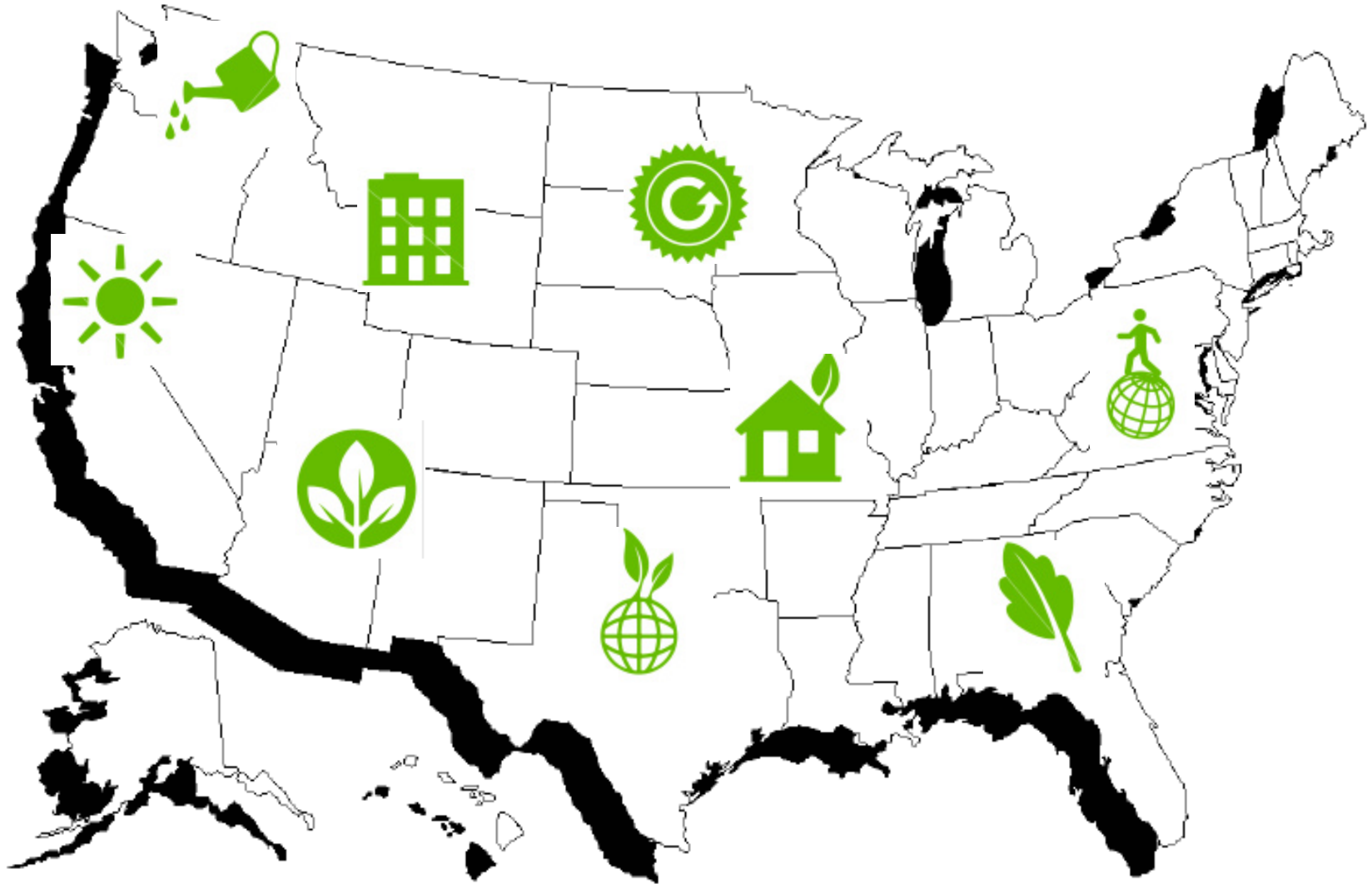
The Process: Engaging Colleges



Green Jobs? Green Skills?



Green from Coast to Coast



Borrowed from CAEL

Use Your Allies

Who are your allies?
Where do you find them?
How can you engage them?



Skill Development Opportunities

- Integrate new standards – green standards
- Foundational skill impact
- Build career pathways
- Define articulation – prior learning assessment



WHY CAREER PATHWAYS? Programs Not Ready

**Traditional
ABE/GED
Programs/Non-
credit
Workforce
Training**

Traditional ABE/GED & workforce programs do not offer transparent on-ramps to career/technical credential programs and are not aligned with postsecondary entrance requirements

**Developmental
Education**

The “black hole” of developmental education:

Low completion rates for underprepared students

Many sent to developmental education even when not required by career pathway

**Postsecondary
Career
Programs**

Postsecondary career programs do not “reach back” to help students transition and are ill-equipped to meet the needs of non-traditional students

**Multiple Loss Points
Low rates of program completion and credential attainment**

**Goal: More Lower-Skilled Learners Enter and Complete
Postsecondary Credentials Leading to Family- Supporting Careers**

Pre-college Programs:

Basic skills or entry-level
vocational programs
ABE/ASE
ESOL
GED/GED Plus
Noncredit workforce training



**Transitional
programs**

To develop both
academic and
non-academic
college readiness



**Redesigned
Career/Technical
Pathways**

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**Redesigned
Career/Technical
Pathways**

Program Alignment • Accelerated Learning • Comprehensive Support Services • Labor Market Payoffs



Thank You

www.greenforceinitiative.org